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From The Superintendent's Report

We have passed the mark we set as our limit of members. More than two years ago it was decided that the number of pupils cared for here should be limited to 100 private pupils and 300 State pupils. We have 100 private pupils and 379 State pupils, and the numbers on our waiting lists grow greater each year.

I hope we shall be able, not only to reduce the number of State pupils here, but also to make much more provision in our State by the establishment of colonies. For us to attempt to do this alone would be slow work, and "caring for all of the feeble-minded" would be an endless task. But the really great work has been begun. Our own Menantico Colony is going well. The colony in Burlington County is started—the State allowing the use of the land and the citizens of Burlington County furnishing the money. The idea is moving rapidly. *What is needed at this very moment is two or three women who can go right into the other counties of this State, and get and present the facts as Miss Kite did in Burlington.* A very few thousand dollars wisely used in our Extension Department could, within ten years, have a large part of the feeble-minded in this State under proper custody.

See how fast it has moved at Menantico. The land was purchased May 5, 1913. The first two boys went into the portable buildings July 15, 1913. The other buildings are made of cement blocks, made by the boys, under the direction of the masons. To-day we have two dormitories holding twenty-five each, a dining-room and kitchen building, bath house with hot and cold water, sewer lines and cesspool, rooms for employes and for mending, and a shop building, with pump and five-thousand-gallon water tank, fifty feet high. Some little clearing, road-making and

bushing has been done. We have spent the following money there:

Land	$5,455.25	
Buildings and improvements	5,468.25	
Equipments	1,632.87	
Interest	320.83	
Total		$12,887.20

The colony unit is to be 100. With the additional buildings and equipment for the extra fifty we shall have provided the complete unit for $200 per capita.

Our next move should be to provide for fifty more there and clear up that five hundred acres, making it into good farm land, then selling perhaps two hundred acres and saving the rest for our own needs, move on to another tract of so-called waste land, leaving thirty to forty boys or men who are able to farm.

At Burlington County the movement has also been rapid. Small groups of people in each community undertook to raise the money. The first meeting was held about September 1st, 1913, at Pemberton. By Christmas enough was raised to justify starting and on January 15, 1914, the Colony was officially opened. The well is partly dug, some of the lumber for the first building is on the ground, and a little clearing has been done. There are three plots of ground made available for us by the State Forestry Department; one of 87 acres, upon which the buildings will be located, making it a sort of park and truck garden; second, five hundred acres adjoining, part of which can be used for larger farming operations; and third, two thousand acres across the highway where forestry work will be done. The building and park tract is on the main highway between Pemberton and Chatsworth, which will probably be a State road in the near future. The Burlington County citizens have raised over $6,000 and propose raising $10,000. This colony unit should be for one hundred feeble-minded at least, probably two hundred, and in my dream I see similar colonists in nearly every county. A couple of good field workers should be busy right now working up the interest in Monmouth, Salem and Sussex Counties. Almost any man in Burlington County knows what is being done there, and so a personal interest is secured that promises well for the future of the feeble-minded. With people to push the matter, ten years from now we can have every case of feeble-mindedness that is dangerous to society under care.

The Colony idea has taken root in our State. This year a farm colony for State prisoners was started in Cumberland County, and the State Commission on Mental Defectives will probably recommend three for the chronic insane.

There is lots of State land or cheap, uncleared woodland. Good satisfactory buildings can be erected for three to five cents a cubic foot, or built and equipped for from $200 to $250 a bed—I mean a complete unit for one

or two hundred—dormitories, dining-rooms, shops, laundry, etc. Waste humanity costing the tax payers from $200 to $600 a year each, because suitable useful employment is not found for them, plus waste land that has lain idle for several generations, equals partial self-support and good agricultural land ready for the normal farmer.

There is a strip of land varying from two to ten miles wide running down our coast from Sandy Hook to Cape May, which is rightfully called the Playground of the Nation. Literally, millions of people come to our seashore resorts each year. Another strip from ten to thirty miles wide right inland from the coast may well be made the garden spot of the nation, and furnish fruits, vegetables, poultry, eggs, etc., for the resorts. A few good roads east and west, and the auto truck will bring them together.

This land has been practically unused because it was too hard to clear, costing twenty to sixty dollars an acre merely to get it in shape and then it is too light for heavy farming. Why not have cheap labor (formerly wasted) prepare it, and then turn it over to the normal farmer with his improved and intelligent methods of farming? We shall all see the beginning of this great movement which I trust our children will work out successfully.

The Problem of the Moral Defective

Samuel C. Kohs

The increase of knowledge on the subject of mental defectiveness, coupled with the desire to know and understand more of the juvenile and adult criminal, has brought the question of the relation of moral defectiveness to mental defectiveness into great prominence. The judge who is passing sentence on some particular case, or the superintendent of a reformatory who is trying to place the newcomer in his institution, both find it most necessary to know definitely whether an individual who is defective morally is also defective mentally.

First let us define our terms. "A moral defective is a person who by reason of an innate defect displays at an early age vicious or criminal propensities which are of an incorrigible or unusual nature and are generally associated with some slight limitation of intellect." (Royal Commission.) Or according to Tredgold, "Those persons who display from an early age, and in spite of careful upbringing, strong, vicious or criminal propensities on which punishment has little or no deterrent effect." The latter also defines amentia as "a state of mental defect from birth, or from an early age, due to incomplete cerebral development, in consequence of which the person affected is unable to perform his duties as a member of society in

the position of life to which he is born."

What is there to support the belief that moral defectiveness is only a symptom of mental defectiveness? Moral obliquity may be due to any one of the following three causes: First, lack of control; second, poor judgment; third, a combination of both poor judgment and poor control.

What elements go into the make-up of good self-control? There can be no good self-control without possession of a strong will. We can have no strong will without good attention, without a healthy supply of ideas, without adequate associating ideas, without a fairly rich experience, with poor imagery and deficient inhibition, and without the ability to weigh two alternatives and make a decision after choice. A lack in any one department may throw the will of the individual out of balance. Poor imagery and deficient inhibition will have the same result. Further research would probably bring to light the fact that in the criminal this lack is a *permanent one*, and that a misstep was not due to the newness of the situation but rather to a constant inability to do otherwise. We could say then that, due to weak inheritance or arrested development, his mental capacity does not come within the range of normality. Left alone in society many of his acts, no doubt, would be detrimental to the body social.

Let us follow the argument a little closer. For example, let us take it for granted that the individual's weak will, that his lack of control, was due to an inadequate supply of associating ideas. This defectiveness would only be a symptom of the undeveloped condition of his association areas. This poverty would be limited not merely to ideas which enter into moral judgments, but would be general. An idea which may be associated in the consciousness of one person with hundreds or thousands of other ideas would only be associated with about ten or twenty in him. These associations are utilized, of course, in his moral as well as aesthetic and intellectual judgments. The greater the range of ideas, the better and the higher will be the judgments of the individual.

Whether this defect on the part of the criminal can ever be made up, whether his store of moral associations can ever be increased, depends largely on his brain plasm; the nerve cells, their fibres, the latter's medullation, his plasticity, and so on. And what is true of one of the elements which brings about "unhealthiness of will," as James puts it, is also true of any one of the others.

Let us take another example. The individual is weakened because of inability to concentrate his attention upon a given situation. He cannot marshal his thoughts. It is hard for him to control the ideas that go flashing by, both foreign and unrelated to the problem at hand. This inability to attend, no doubt, will be found upon further investigation to spread over *all* of his activities and not to be present *only* when confronted by a *moral* situation.

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The second cause of moral obliquity, that due only to poor judgment, will include crimes such as taking graft, bribing, exacting extortionate prices for a commodity, any business methods or any other activities which from the moral standpoint are contemptible. These offenses are under the control of the individual, but he wills to take the immoral path for reasons which are basically unsocial. So we get this peculiar combination in a man—a heartless, savage, grasping, unscrupulous brute in his business activities, and yet a most kind and model father, a most ideal and staunch friend. Some of these men are geniuses. They possess abilities far above the normal. But unfortunately, in some matters, their judgment is very, very poor.

Those who would be classed under the third cause of moral divergence, merge into the group lacking only in self-control. And what is true of the latter would surely be true of the former. Their failure morally would merely be a symptom of their general mental incompleteness.

Yet we have many instances where a person is deaf to music; he neither appreciates the simplest harmonies, nor feels the unpleasantness of discord. What of him? Is he going to be harmful to the community? No, not at all. When we deal with moral sentiments we understand that under that head are included the thoughts of the individual and their *potentiality for good or for ill.* All of the activities of the man will be affected by his moral ideas. Not so is the case of a man who is below normal in his aesthetic sensitivity. No doubt his inability to appreciate music will have an effect on his whole life, but it can hardly be expected that it will be of such a dangerous character as to make him an unfit unit of society. His moral judgments may be even far above the normal.

Now, what is to be done? First of all it is of the greatest importance to study the cases individually, and to determine before sentencing or treating any one whether the cause of his trouble is lack of judgment or lack of control, whether his defect is inherent or accidental, and whether it is removable or not. This, of course, would involve psychological apparatus and more or less time for each case. But the work must be done. We are "impelled to a more intensive study of causes, in order to fight the evil at its beginning. Here, just as in medicine, prophylaxis becomes increasingly more important." (G. Stanley Hall.) Coupled with the work of the psychologist should be that of the physician. Either of them ought to have had psychiatrical training.

Everyone working with the problem of juvenile delinquency is crying for more facts. Only time and special effort can supply the demand. By intensive study, we are going to give the child, and even the adult, a much fairer chance, a "square deal," if nothing else. At present we are often making criminals, not unmaking them or reducing their number.

Between ages fifteen and eighteen we get one *mode,* another coming

between thirty and forty. There is a decline from eighteen to twenty-five, a lull due, perhaps, to physical changes and to present criminological methods. Were we able to study our criminal between the ages of twelve to twenty-five; were we able to follow up his activities after he leaves the reformatory or prison and act accordingly, the second increase at about thirty-five would not only be greatly reduced but it might cease to be an increase altogether.

Having determined definitely that the moral defective is an unfit member of society, most of our energies can be devoted to the child who *can* be trained into right thinking. Our reformatories contain a larger percentage of defectives now than ever before, due to our desire to reform as many as possible, regardless of the character of the mentality. But we must recognize that there is a class which *cannot* be reformed. Its members lack the moulding material. They can only live in a community which is artificially organized and supervised.

Coming back to our early classification, it would seem that the only ones we can really hope to redeem are those lacking in moral judgment alone. Education and training may bring about a change. It will be very difficult to transform an individual lacking control to one possessing it—too much that is basic will be involved in the process.

Whatever may be said now, of course, can only be based on the very little that we know. We need more light!

University of Montana, Summer Session, 1913

During the Summer Session, June 8 to July 17, 1913, courses dealing with the Psychology and Training of Exceptional Children were given by the following:

Dr. Lightner Witmer, Psychological Clinic, Philadelphia;

Dr. David Spence Hill, Bureau of Educational Research, New Orleans;

Miss Carolyn Morrison, Supervisor of the Training of Backward Children, Hibbing, Minnesota;

Miss Alma L. Binzel, Assistant Superintendent of Schools, Missoula, Montana;

Dr. Mary Powell Jordan, Montessori Specialist, San Diego, Cal.

The great value of the practical training which teachers of Special Classes can receive at The Training School at Vineland is becoming generally known. During the past two terms of the Summer School, sixty teachers have attended each year, fifteen of whom have been sent by their respective school boards to receive the training, their expenses and tuition fees being defrayed by the Boards who sent them.

Mentally Deficient Children

Extract from a Report presented to the Birmingham Education Committee by George D. Auden, M.D., Chief School Medical Officer.

Theoretical Considerations. In the Report for 1911 attention was drawn to the case of children who show a deficiency in one or other of the special faculties, *e. g.*, in the capacity for acquiring the ability to read or to form arithmetical concepts. Much light has been shed upon these cases by recent investigations and the deductions which may be drawn therefrom. The aptitude for making mental acquisitions or for the performance of intellectual acts appears to depend upon two distinct factors, viz.: (1) The "general intelligence" which is correlated with the general energy of the whole cortex of the brain, and (2) the "special faculties," each correlated with the activity of a special system of nerve cells in certain areas of the brain. Every mental act no doubt depends upon both of these factors, and both seem to depend to a large extent upon innate and hereditarily transmitted conditions of the brain cells. In many cases the special faculties appear to be complete distinct functional units; these may possibly be found to conform to the laws of inheritance enunciated by Mendel. Thus a facility in learning to read by no means connotes an equal facility in the formation of arithmetical concepts, any more than it connotes an equal facility in appreciating color or musical tones.

If both the general intelligence and these specific faculties are developed to an exceptional degree, the result is "talent," and the hereditary transmission of "talents" is beyond dispute. If, however, the general intelligence is reduced while one of the special faculties is highly developed, the so-called *idiot savant* results. Records of imbeciles who show a remarkable aptitude for calculation or for drawing, or an extraordinarily retentive memory, are common. One of the children examined by me recently, aged 10, a low-grade idiot unable to say more than a few words, showed a remarkable capacity for the recognition of musical notes. Conversely, the general intelligence may be good, while the specific faculty for word or number concepts is feeble, and the person is word-blind or unable to manipulate figures. These constitute the so-called "feebly-gifted" children. If one or other of the special faculties is highly developed, while the general intelligence is average, the linguist or calculator results. The problem is further complicated by another factor, viz., the rate of development and growth of the different faculties. Thus early development of both general intelligence and the special faculties produces the precocious children, musical prodigies, boy calculators, etc., the co-called *"Wunderkinder."* (In the case of the calculating children there is often a reduction in the general

mental calibre; many of these phenomena have shown a very mediocre intelligence.)

If, on the other hand, the development of these faculties is delayed we get the dunce or dull person. It is here that the hereditary transmission of mental educability makes itself evident, for these faculties conform to the general law that an acquirement of recent origin shows greater variability than one which is more ancient. This is well exemplified by the case of races which have only recently come into contact with Western learning. The average native of Uganda, for instance, cannot form any arithmetical concepts higher than that of simple fractions, because his innate capacity in this direction is at present purely potential. The American negroes, on the other hand, who for several generations have been in contact with civilization, show greater capacity with much wider variability in the degree in which it is present. On the other hand, India, with an ancient civilization and store of learning, has produced mathematicians of the highest order.

These facts are in strict conformity with the admitedly true generalization of Von Baer, that "Ontogenesis repeats phylogenesis," *i. e.*, the development of the individual is a reflection of that of the race from which he has sprung. Three centuries ago, covering a period of only ten generations, the majority of the ancestors of the present population were untaught in reading, spelling, or calculation. It can, therefore, hardly be a matter of surprise that we find great variability in the rate with which these faculties make their appearance in different individuals or in the degree of completeness with which they are acquired. In a large number of children the capacity for making these acquisitions remains for a longer or shorter time in an undeveloped or *larval* form, while the general intelligence may meanwhile develop at a normal rate.

I have dealt with this side of the question in some detail because a clear understanding of the mental factors involved is necessary, and this view of the problem has as yet received little attention.

Practical Application. What is the practical outcome of these facts, and how do they affect our attitude towards the children presented for examination? In the case of the feeble-minded child there is a general diminution of the general intelligence as well as of the specific intellectual faculties. Our efforts should, therefore, be directed towards a discrimination between these two kinds of mental development, and the object of the mental tests employed should be to measure not so much the intellectual acquisitions already made as the inborn all-round efficiency which we have described under the term "general intelligence." It is the more important when we remember that the majority of children presented for examination under the Education (Defective and Epileptic Children) Act are selected by their teachers because they have failed to acquire knowledge at the same

rate as the other children of the same average age. In view of the social disabilities likely to accrue to a child certified for education under this Act (which will be still more definite under the new Mental Deficiency legislation) it is of the utmost importance to determine whether the intellectual retardation is temporary, and therefore transient, or due to an inherent inferiority of the separate faculties which will render them merely less capable than their fellows, but will still allow them to maintain a humble position in their own sphere of life; or whether it is due to a reduction in the general intelligence sufficient to render them unable to conduct themselves of their affairs with ordinary prudence. This is only another mode of stating "that the term *feeble-minded* cannot always be applied to children from the mere fact of their showing any given amount of intellectual retardation as measured by any scale of tests * * * feeble-mindedness, like insanity, involves much more than the intelligence; its correct diagnosis often involves the expert consideration of various clinical phases, and cannot be made by the automatic application of any scheme or scale."*

The knowledge revealed by an examination may be an indication of the current mentality, but is not a final indication. It is the indication of mental potentiality which must be sought for.

The justification of these contentions is to be found in the results of an investigation into the subsequent progress of 159 children presented to me for special examination under the Act. Of these, 81 had made satisfactory progress, 34 had left school, and in only 44 was the condition still doubtful. Thus a percentage of 64.8 of those whose subsequent progress was known, had made such progress as to warrant their education in an ordinary Elementary School. If the line of discrimination had been less rigid and the examination less searching, it is quite probable that a large number of these feebly-gifted, retarded, or pseudo-defective children, would have been certified as mentally deficient.

The real difficulty presented by the "moral deviate" consists in the fact that it is not lack of knowledge nor even lack of intelligence which produces the individual who persists in anti-social or immoral acts despite exhortation, reprimand, or punishment. Children of this type are seen amongst those examined at the Remand Home more often than in examinations under the Act, tho doubtless many find themselves in the Remand Home rather from actions due to that strange and passing perversity of children than from a true moral imbecility. A further complication of the problem is the difficulty of dealing with these children effectively. Their presence amongst the facile and ill-balanced children of a Special School is apt to be a moral danger. This statement applies also to children occasionally met with whose defect is one of dementia or insanity rather than feeble-mindedness.

* Huey. Backward and Feeble-Minded Children, page 8.

Burlington County's Good Work

Response to the call for money for the Vineland Colony has not only come from the more intelligent and well-to-do members of the community, but from the masses of the people as well.

In the Italian settlement at Florence, it was a little idiot girl whose overburdened parents had long vainly sought to have her admitted to Vineland, who opened the hearts of her neighbors so that with ten and twenty-five cents spared from the weekly wages, a handsome sum was brought together. "Fer the keedie," they said, as the collector came round. In this town alone 750 visits were paid, and the men who did the work said it was one of the most blessed experiences of their lives. In another town a woman who helped in the family support by washing came with fifty cents collected in her street. She had talked with the women about it, and they concluded it was a good thing and wanted to help. This woman had a son at Vineland and he was so happy there she wished to extend the good work.

In a seed nursery among the foreign laborers ten dollars was raised. From the girls in a shoe factory came another ten dollars. Five dollars more was sent in from a hamlet of less than a dozen houses, situated in the heart of the Pines. This came as a thank-offering because of a little cripple boy belonging to the place who had been cared for at Vineland. Suffering and privation had made the little fellow seem to be mentally almost an imbecile. He could only crawl laboriously from place to place, and his arms were nearly powerless. The patient smile on his face was pitiful to behold, for there was so little evidence of life behind it. To-day, after a year in the Training School, the transformation seems almost miraculous. Plenty of wholesome food, warm clothing and proper medical care have built up his physical body and brought animation to his wan face. With improved health has come awakened intelligence. In the new work-shop is a corner bench beside which every morning H—— rolls his wheel chair, and there with a patience and determination that astonishes all who know him he planes and chisels and hammers away, actually making stools, book racks and toys, although he can only raise his arms a few inches from his body. Happy? Of all the children in that happy Vineland home, there is none happier than the little cripple from the Pines. It is worth a visit to Vineland just to see him work and to see his smile.

Children's Ages

E. A. Doll

In a recent number of this BULLETIN (March, 1914) attention was called to the many kinds of "exceptional children," pointing out that for proper mental hygiene, school classification, and individual child welfare these types of abnormal children must be clearly differentiated. In the present article the purpose is to emphasize the significance of the various *ages* of children. In the past few years medical and psychological studies have made clear, that what we ordinarily term the age of child, meaning the length of time he has lived by calendar years, is probably the least important, from many points of view, of his several heretofore unrecognized ages. Much direct and indirect harm to the child and considerable misunderstanding and trouble to ourselves, results from not recognizing that the various lines of child development have in most children appreciably different rates of growth, so that at a given time a particular child may be at quite different stages of advancement in regard to physical growth, physiological development, mental ability, scholastic accomplishment, or temperament.

Of these ages the most common, the easiest to determine, and the one to which most of the others are ordinarily referred for comparative standards and averages is the *chronological* or *actual* age, which is the number of years a person has lived. Harry was born in June, 1900, and is therefore at the present time (April, 1914,) 13 years and 10 months old. The term "physical age" has sometimes been used to mean chronological age, but this designation is somewhat loose.

Anatomical or *physical* age is the degree of physical growth and development that the child has attained, and is expressed in terms of the chronological age to the average anthropometric measurements of which he most nearly corresponds. The usual determination of physical age is by height and weight, sometimes also in more detail by taking account of the size and shape of the head, the girth of chest, the length of arms, and so on. Still another method in determining this age is that of the degree of ossification or bone formation, usually ascertained by X-ray examination of the bones of the wrist. For certain reasons this method has not come into very general use. To illustrate physical age we may cite the case of Carl, who at the actual age of 16.5 years is 70 inches in height and weighs 132 pounds. These measurements are average for 19-year-old boys,

and Carl may therefore be said to be physically 19, or three years accelerated in growth, altho as mentioned before, in accurate determination much more than simply height and weight are to be considered, rather an average of a large number of different measurements.

Probably the most important of all is *physiological age,* which expresses the degree of sexual maturity or glandular functioning. This is sometimes spoken of as anatomical age by some writers, altho most authorities use anatomical age in the sense of physical growth as distinguished from physiological functioning. They cannot be very sharply differentiated since ordinarily organic and functional development go hand in hand. This is one reason, perhaps, that physical growth is more closely correlated with physiological age than with chronological. Physiological age is not expressed in corresponding calendar years, but in terms of "immature", "maturing", and "mature", or, respectively, "prepubescent", "pubescent", and "postpubescent". This degree of sexual maturity is of the utmost importance for hygiene and pedagogy. In its widest limits is ranges from the years of 9 to 20, centering at 13 to 14 for boys and at 12 to 13 for girls.* The degree is determined by the relative growth of the pubes, and in girls by the first menstruations. Dentition is also of importance in this connection.

By *psychological* or *mental age* is meant the degree of mental development, the intellectual level, which the individual has attained. Here the comparison is based on the average mental ability of children at the various chronological ages. For normal children below the age of 13 and for all feeble-minded persons, mental age is at present best determined by the Binet Scale tests; for the mental levels above 12 years in persons of normal intelligence there are as yet no reliable graded tests, altho the extension of such tests to all ages seems not far distant. Thus, for instance, the average 5-year-old child can draw a square from copy but not a diamond, the average 7-year-old can draw a diamond but cannot reproduce from memory a relatively complicated design, and so on thru a series of over 50 "tests." The child who can do the tests of one mental level but not of a higher one is therefore said to have the mental age of the highest level at which he passes a sufficient number. Teddy, for example, is actually 12 years old, but is mentally only 7, for altho he can count 13 pennies, detect the action in selected pictures, detect missing parts in unfinished pictures, copy a diamond, and name the four fundamental colors; he cannot make verbal comparisons of easy concrete words, nor count backwards from 20, nor say the days of the week, nor add up a few stamps, nor repeat 5 digits.

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*The most recent article on physiological age is to be found in the *Psychological Clinic* for January, 1914, in a study by Irving King. This article contains the more important references.

Pedagogical or *school age* is in somewhat less common use than those thus far defined. It is used in two senses, first the number of years a child has attended school, and second the degree of scholastic accomplishment which a child has attained, expressed in terms of the grade in school (sometimes the grade plus 6 years) in which the child belongs by reason of scholastic ability. In the first meaning (years in school), Martin has a school age of 7 years, having attended school regularly from 1907 up to the present time (1914), but in the second meaning (of scholastic ability) Martin has a pedagogical age of only 2 years, for he has never succeeded in passing the studies of the second grade. His actual age is 15 and his mental age 8, and yet after seven years of persistent training in the regular and special classes of a large city he has not learned to do simple number work, nor to read or write with any degree of facility. Pedagogical age in the sense of school grade is closely dependent upon mental age, but not entirely so, for scholarship depends also upon memory, industry, attention, perseverence, *submissiveness,* as well as upon intelligence itself.

Still a sixth age, perhaps of no great scientific value but yet of great importance in the understanding and handling of children and adults, is the *temperamental* or *spiritual age,* which may be said to represent the actual ages to which the imaginative or emotional temperament, what might be called the "affective diathesis," corresponds. One meets with many children who are thotful beyond their years and who are seriously interested in activities and events much in advance of what might be expected of them, just as also many youths and adults fail to outgrow the pleasant conceits and the "pretends" of childhood and do not "put away childish things" when they "grow up." For no other reason than this we very often fail to understand children, not realizing the seriousness and significance of their thots and moods, and we make the mistake of putting a stop to their inquisitive questionings, which is their natural method of mental development, with "you are too young to know that."

The interrelation of these ages and the accurate determination of all of them in each individual is of the greatest importance to child study and child welfare, as well as to the pedagogy and the school hygiene of the child. The relative importance of each is usually determined by the particular phase of child life under observation or by one's personal point of view. To the statistician the chronological age is most important, whereas to the anthropologist and the anthropometrist the physical age is of the greatest interest. The physiologist, on the other hand, claims that "all observations, records and investigations of children, and all treatment of children, whether pedagogical or medical, social or ethical, must regard physiological age as a primary and fundamental basis," and that "statistics for groups of individuals respecting height, weight, strength, scholarship, mental or physical endurance, medical or social conditions, that are not

referred to physiological age are inconsequential and misleading" and gives, from his point of view, ample experimental evidence in support of his contentions.*

Nevertheless, the psychologist, from his standpoint, sees in intellectual age much that should be taken as basal and essential in the study and treatment of children, and, in turn, thinks he can show that even such apparently uncontrollable factors as height and weight can to a certain degree be regulated by "taking thot" thereto. It is, for instance, almost impossible to obtain the accurate height of an idiot because of his slovenly carriage, and there are distinct and quite significant differences in the manner in which normal and defective children stand up to the stadiometer. And certainly it can be shown that pedagogical success is more a function of intellectual than of physiological maturity. It has not yet been demonstrated that mental age is necessarily a function of physiological functioning.

Similarly the school man in his turn will just as firmly maintain that scholastic ability is more the result of good teaching or of protracted and persistent application to study than of any or all of these ages and will, moreover, find considerable justification for his contention in the facts. But who shall say that even temperamental age has not its own value. It is, indeed, written, "except ye become as little children ye shall not enter into the kingdom," and even the atheist will see much of truth in the writ. From all of which we may conclude, as was at the outset asserted, that these ages do exist and are of real importance in the treatment and study of children, and that altho we may justly debate the relative merits and importance of each, it must be conceded that for certain purposes some are of greater significance than others. But for the comprehensive study and education of children none can be neglected.

Thus Martin has no two of his ages alike. Chronologically he is 14.5 years old, having been born in September, 1899. Physically he is about 12, for his anthropometric measurements closely correspond to the average for that year. Physiologically he is "maturing," or pubescent, with only partial growth of the pubes. In mental age he "tests" 8 by being able to pass all of the tests for 7 years and under, and a sufficient number at higher levels to warrant a total rating of 8. Pedagogically he is by years in school 7, but by accomplishment only 2, for he is unable to write simple sentences from dictation, cannot read well in the third reader, and can do only simple sums in arithmetic. Temperamentally he is sober and quiet enough for an adult, but in interests and activities is not beyond a child of 7. In order to understand and train Martin properly all of those who come in contact with him should appreciate his different ages. His physical age restricts him to certain kinds of industrial work, such as housework and light gardening, and also indicates the advisability of outdoor life. His physiological state

*See various articles by Dr. C. Ward Crampton.

renders him subject to sudden changes of mood or to periods of brooding, and demands that he be withheld as much as possible from physical strain or mental responsibility. His mental age definitely limits the degree of complication which must not be exceeded in the industrial and educational requirements that may be demanded of him, and indicates the level beyond which it is futile and hopeless to attempt to carry him. His school age and resulting pedagogical status precludes the possibility of his ever learning to read or to write with facility or to use numbers with any degree of proficiency, and that even in manual work that he cannot exceed a definife limit. Spiritually he will always remain child-like and in his daily life must be treated as a young boy. Martin is also hemi-plegic, a pathological condition which has still further significance for his future treatment.

The schools and the streets are full of Martins. How long must we be in coming to the realization of this incontrovertible, however painful, fact, and release not only ourselves but especially these children from the fetters of our agnosticism and neglect? To continue to deny the fact is to continue to retard the attainment of the present ideals of primary education, for the issue has been demonstrated in many localities, in many countries, by many persons of widely different points of view and totally different methods of study.

Events of the Month

The third quarterly meeting of the Board of Directors and the Board of Lady Visitors was held February twenty-fifth. The survey of the grounds prepared by the lanscape designer, Mr. Walter H. Manning, of Boston, was accepted and as a result of his suggestions the site of the new Hospital was decided upon. This is at the east side of the grounds facing on Landis avenue.

The work done at the Menantico Colony was approved and instructions to continue the buildings there as long as the funds for construction hold out. This is a fine opportunity for some liberal-minded citizen to help the Colony plan. We need about two thousand dollars to finish the buildings there and make the Colony large enough to care for 100 boy-men.

Following a recommendation by the Board of Lady Visitors and the Superintendent a committee was appointed to prepare plans for a new building for girls of the lower type of mind.

Since the opening of the Menantico Colony the twenty-five acre tract of land formerly used for camping purposes is no longer needed for that. As it is too far away to be farmed advantageously the Board decided to put it up for sale.

While the severe wind and snow storm put our phone wires out of commission for several days, no other damage was done. A good supply of coal here and of wood at the Colony kept all warm and comfortable.

We were pleased to have a visit from Miss Lewis and Miss Minor, who are teachers in the schools of Cape Town, South Africa, and Dr. C. B. McNairy, the newly appointed Superintendent of the North Carolina School for Feeble-Minded at Kinston.

Fifty Princeton men, members of Dr. Frank A. Fetter's sociological class, with Dr. and Mrs. Knauth visited the State Institution for Women and The Training School March 14th and 15th. They made a very complete tour of both institutions. Dr. Hallowell held a special clinic for them and Superintendent Johnstone talked informally on their opportunities to help solve the questions of feeble-mindedness.

Saturday evening the pupils of The Training School repeated the Christmas play.

Last Thursday was Harold's birthday. As he was not in school last week, we celebrated to-day. He was the Guest of Honor and had a geranium pinned on his coat and he received a birthday post card. The boys were seated on chairs or stools and were served with little animal crackers, cream mints and peanuts. As it was so near St. Patrick's Day, each child had a little green candy pipe. The first class of boys were the guests at the party, and one little lame boy from the Kindergarten was invited. They were all very nice and polite when the things were passed and helped themselves very daintily.

Cecil had been reproved for talking too much. He said "I aint no baby. I feel like a two-year old." A few minutes later while working at a difficult basket he said, "I know how to do it now, I'm a brainy guy."

Oscar, whose folks live in the South, said: "I wish Professor Johnstone had discovered this institution in the South because my sister says its warm there, and here my hands gets cold even with gloves on."